



STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

Planning Resources for The Accelerated Learning Coaching and Educator Support Grant

The [New Jersey's Learning Acceleration Guide](#) provides a vetted framework through which districts and schools across the State may address the academic impact of COVID-19 with a shared evidence-based approach and language. In the guide, Learning Acceleration is an ongoing instructional process by which educators engage in formative practices to improve student's access to and mastery of grade-level standards. Supporting the use of the guide to address student needs, the **Accelerated Learning Coaching and Educator Support Grant** finances a broad range of professional learning efforts for staff around the four principles underpinning Learning Acceleration for the State.

- 1. Provide conditions of learning that will foster the social and emotional well-being of students, families, and educators.**
- 2. Improve equitable access to grade-level content and high-quality resources for each student.**
- 3. Prioritize content and learning by focusing on the depth of instruction rather than the pace.**
- 4. Implement a K–12 accelerated learning cycle to identify gaps and scaffold as needed.**

Districts may use the following principle-framed allowable uses and the linked planning resources in developing their plans to address the academic, social, and emotional student needs through the grant.

Principle-framed Allowable Uses (Non-exhaustive list)

As districts determine how to best use this grant, the priority needs emerging from the consolidated needs assessment should direct the plan. The Learning Acceleration Guide may serve as a frame to organize ongoing efforts and support districts in determining areas that need bolstering.

Districts might explore professional learning efforts under each of the following principles, which may include, but is not limited to:

- 1. Provide conditions of learning that will foster the social and emotional well-being of students, families, and educators.**



This principle provides guidance regarding developing comprehensive approaches to meet students' social, emotional, and academic needs through the engagement of families, educators, and community partners. Possible topics for exploration may include:

- Development of positive school climates that promote the social, emotional, and well-being of students using universal tier I supports, strategies, and interventions.
- Implementation of social and emotional learning in classroom, schools, and communities.
- Leveraging intervention and support systems to provide services for students in need.

2. Improve equitable access to grade-level content and high-quality resources for each student.

This principle offers guidance in ensuring access for all students to a well-rounded education by implementing culturally responsive practices as well as providing safe and inclusive learning environments. Possible topics for exploration may include:

- Using culturally responsive teaching practices that acknowledge and affirm students' cultural identities.
- Expanding educators' understanding of the relationship between a student's cultural background and their academic, social, and emotional needs.
- Providing scaffolding and personalized supports and ensuring equitable access to grade-level standards.
- Improving equitable access to high-quality curriculum and instructional technology with a focus on understanding how access differs for students of poverty, of color, with special needs, and English learners.

3. Prioritize content and learning by focusing on the depth of instruction rather than the pace.

This principle highlights the importance of conducting a strategic review of curricula to promote interdisciplinary connections, foster student interest, and activate prior knowledge to increase the depth of understanding of the New Jersey Student Learning Standards. Possible topics for exploration may include:

- Expanding capacity for effective, high-quality interdisciplinary learning acceleration activities supported by the Learning Acceleration grant that NJDOE made available in March 2021.
- Examining Prerequisite Concepts and Skills to determine where to invest time and effort.
- Revising curriculum collaboratively by:
 - ensuring it is tightly aligned with grade-level standards.
 - identifying opportunities to integrate multiple standards within a unit.
 - providing engaging, relevant connections to real-world issues.



4. Implement a K-12 accelerated learning cycle to identify gaps and scaffold as needed.

This principle describes how to leverage formative practices and multiple data points to make instructional decisions designed to accelerate learning and addressing students’ unique needs. Possible topics for exploration may include:

- Developing faculty capacity with the learning acceleration cycle.
- Leveraging prerequisite concepts and skills to inform classroom instruction.
- Providing scaffolding and personalized supports.
- Using local and State assessment data in a formative approach to improve instruction.
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;

Planning Dimensions and Related Linked Resources (Non-exhaustive list)

Activity Dimension	Supportive Resources
Learning Acceleration Resources	Curated Resources for Each Principle of Learning Acceleration in New Jersey
Planning Professional Learning	<ul style="list-style-type: none">• Professional Development in New Jersey• Instruction Partners: Professional Learning and Coaching• Achieve the Core: Principles for High-Quality, Standards-Aligned Professional Learning• Learning Policy Institute: Effective Teacher Professional Development• Advancing Instruction and Leadership in the Nation’s Great City Schools: A Framework for Developing, Implementing, and Sustaining High-Quality Professional Development
General Resources	U.S Department of Education Return to School Roadmap